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Abstract

The Virginia State Council of Higher Education composed this master plan for the development of public higher education in the state for the decade 1967-77. Part I discusses the factors influencing the Plan: the college-age population growth, college attendance rate, loss of students through migration, under-educated adults, increasing urbanization, increased technology, and high student costs. Five broad goals for Virginia higher education are offered. Part II presents the basic components of the Plan. These are titled: 1) state planning as a joint venture for all higher education; 2) a pattern for orderly growth in enrollments; 3) no additional 4-year public institutions; 4) institutional roles and functions consistent with state and national needs; 5) a statewide system of comprehensive community colleges; 6) coordinated opportunities for continuing education; 7) mobilization of research and technological resources; 8) a reasonable level of student tuition charges; 9) sufficient student financial assistance; 10) state financial support for quality higher education; and 11) continuing leadership in the development of statewide policies for higher education. (DS)

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THE VIRGINIA PLAN FOR HIGHER EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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December 1967

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

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PART I - Factors Influencing the Virginia Plan for Higher Education

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INTRODUCTION

For almost three centuries, the Commonwealth of Virginia has provided higher education. For the 1966-68 biennium, the General Assembly increased its General Fund appropriation for state-controlled colleges and universities by more than 60 per cent over the preceding biennium. This was called "a courageous commitment" by the State Council of Higher Education for Virginia.[1]

While the Commonwealth is committed to the support of a state system of public higher education, this in no way minimizes the importance to the state of the 32 privately controlled institutions of higher education located within its borders. These instituions provide a valuable educational service and bring distinction to the state. Supported by private resources this sector of higher education has long provided opportunity for choice in higher education to the citizens of the Commonwealth.

But in order to cultivate, as Jefferson said, the talents of all classes, rich and poor, and to maximize the dignity and capacity for service of all its citizens, Virginia currently maintains 28 public colleges and universities. These public institutions enroll over 70 per cent of all students pursuing higher education in the Commonwealth. The state's investment in the operation of these institutions is an investment in civilization and progress. It is also a contribution to the preservation of free government in an increasingly complex society.

Public higher education in Virginia faces greater challenges and opportunities in the decade immediately ahead than at any time in its history. It has been stimulated by the recommendations of the Higher Education Study Commission and encouraged by the support of Governor Godwin and the 1966 General Assembly. The

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[1] A Courageous Commitment, Virginia's Appropriations for Higher Education, 1966-68. State Council of Higher Education for Virginia, 1966.

growing demands from a larger and larger number of the state's citizenry for increased quantity and quality in higher education underscore the need for a state-wide plan to guide future growth and to promote maximum utilization of present and future resources. Such a plan must reflect the unique characteristics, the basic role, and the particular strengths of each individual institution. It must also have continuing review and sufficient flexibility to insure that public higher education responds effectively to the changing conditions and demands of contemporary society.

Consistent with its responsibility to promote the orderly development "of a sound, vigorous, progressive, and coordinated system of public higher education in Virginia," the State Council of Higher Education presents The Virginia Plan for Higher Education as a guide for the development of higher education in the Commonwealth during the decade 1967-77.

THE PRESENT SETTING

The public four-year institutions of higher education constitute the largest segment of Virginia's higher education. In the fall of 1967, they enrolled a total of 62,667 college students (full- and part-time), 61 per cent of the total enrollment in all Virginia institutions of higher education. Ten of the public institutions offer master's degrees in one or more fields of study, and four offer doctoral degree programs.

The second largest portion of Virginia's higher education is the group of 22 private four-year institutions. They enrolled 22,085 college students in the fall of 1967, 22 per cent of the total. Five of these private colleges are for men, four are for women, and 13 are coeducational. More than half are affiliated with a religious denomination. In recent years seven of these private colleges and universities have conferred about one-ninth of all master's degrees in Virginia, and less than one per cent of the earned doctorates (all in theology).

The public two-year institutions comprise a third segment. The 14 in operation enrolled a total of 12,160 students in the fall of 1967, 12 per cent of the state's total. Only four of these enrolled as many as 1,000 students, three being divisions of the new state system of comprehensive community colleges.

Finally, there are the 10 private two-year colleges. Together they enrolled 5,114 students in the fall of 1967, 5 per cent of the total. Three of these colleges are more than 100 years old. Only one of these private institutions enrolled as many as 1,000 students, and six accept only women students.

Extensive research and professional study fundamental to the development of a meaningful and effective state plan for higher education have been conducted during the past several years. The State Council has completed a number of studies in its on-going research program and has published reports on many of these. The Higher Education Study Commission, a twenty-member special study commission under the chairmanship of Senator Lloyd C. Bird, completed a comprehensive study of public and private higher education in Virginia in 1965 and issued, in addition to its official report, ten staff studies on selected aspects of higher education. The Southern Regional Education Board has also published considerable higher educational information valuable for statewide planning. Supplementing these activities, research has been completed by individual institutions, by the State Department of Community Colleges, by the recently created State Division of Planning, and by other agencies. A listing of selected publications issued by several of these groups is included in the appendix.

In addition to research studies and published materials, the State Council has benefited, and continues to benefit, from the advisory services of a sizeable contingent of professional personnel from the several colleges and universities in the state. These educators serve on one or more of the Council's eight professional advisory committees.

From the study and research completed, a number of fundamental factors associated with higher education which merit consideration have become apparent.

In identifying these basic factors related to Virginia higher education, some are recognized as being common to practically all states. These include the dramatic growth in college-age population, its increasing concentration in urban areas, and the sharp increase which will be required in state financial support. Other problems, such as the substantial out-migration of students from the state, are unique to Virginia and only a few other states.

A brief comment on several of these conditions is offered as useful background to the components of the Virginia Plan presented in Part II.

COLLEGE-AGE POPULATION GROWTH

In Virginia, as elsewhere, the high birth rates of the years following World War II have greatly increased the college-age population. The Virginia population in 1965 between the ages of 18 and 21 was reported as 271,978. This number has been projected by the Virginia Higher Education Study Commission to increase by 23 per cent to a total of 334,000 by 1972 and to 358,000 in 1977.

It should be noted that these young people are already born. Thus the estimates should be accurate except for minor changes, in either direction, in mortality rates and migration to and from the state.

Further it should be pointed out that these data include only ages 18 through 21. There is a noticeable and growing tendency for college enrollment, even at the undergraduate level, to include persons over 21 as well as under 18. The growth in the number of students pursuing graduate and professional study for extended periods of time seems certain to continue in our complex society and will add a number of older students to the rosters of the colleges.

In view of these circumstances, as well as the significent increase in the college-going rate of those within the 18-21 age group, there is convincing

evidence to predict a rapid growth of enrollment in Virginia higher education in the years ahead.

COLLEGE ATTENDANCE RATE

Virginia presently ranks third from the bottom among the southern states when its college-age population is compared with the higher education enrollment within the state. Statistics of the Southern Regional Education Board for 1966 reveal that the higher education enrollment in Virginia was 30.2 per cent of the state's total 18-21 year old population, compared with 37.8 per cent for the South as a whole and 50.9 per cent for the entire United States.

Individual happiness and security, as well as the economic and social well-being of the state and nation, demand a substantial increase in the percentage of Virginia youth seeking higher education. Increased motivation of Virginia youth and adults to pursue the offerings of the established senior institutions and the diversified opportunities available in the new comprehensive community colleges, plus the rapid growth of the population as a whole, will require a significant expansion in the total higher educational enterprise within the state.

LOSS OF STUDENTS THROUGH MIGRATION

Virginia is one of the student-exporting states. The most recent study (1963) showed a total of 25,902 Virginians attending college in other states, while 15,722 residents of other states attended college in Virginia.[2] This was a net loss of 10,180 students.

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[2] Geographical Origins of Students Attending College in Virginia, Staff Report No. 3, Virginia Higher Education Study Commission, 1965, page 20.

There are, of course, advantages to this situation. Some students benefit from the out-of-state experience. Also, Virginia taxpayers are spared some expense of educating these students, although this is overbalanced by the additional cost to the students and their families. A serious negative effect, however, is the danger that talented young people, having left the state for their education, will not return. This is especially undesirable when coupled with the current relatively low rate of college attendance in the state.

A considerable portion of Virginia's net loss reported in the study, 2,443 students, was at the graduate level. This is a loss of highly developed and valuable talent. Virginia can ill afford the continuation of an out-migration of college students.

UNDER-EDUCATED ADULTS

Each decennial census reveals the progress that Virginia has made in raising the educational level of its citizens. The median years of schooling completed by adults 25 years of age or over rose almost two and a half years between 1940 and 1960. The gain among the white population was even greater than this. By 1960, the median years of schooling completed by the white adults of Virginia almost equalled the national average.

This record is one of steady improvement in the completion of formal schooling. A disquieting factor, however, is the considerable disparity in median years of schooling completed by adults in the different regions of the Commonwealth. Differences in the median education of adult citizens are as great as six years in a number of instances.

INCREASING URBANIZATION

Between 1950 and 1960 the rural population of Virginia increased only two-tenths of one per cent. Almost half of the counties lost poulation. During the same decade the urban population increased from 1,560,115 to 2,204,913, a gain of 41.3 per cent. For the first time Virginia's population became more urban than rural.

Of even greater interest, however, is the fact that in 1960 53.3 per cent of the residents of Virginia lived in one of six metropolitan areas. By 1966, this concentration had increased further to a total of 56.3 per cent of the state's residents being located in the six areas. About 50 per cent of the state's population lives within a few miles of Norfolk, Newport News, Richmond, and Washington, D. C.

Most of the state's public colleges and universities were established as residential institutions for students living away from home. Many of these, including two of the largest, are not located within a standard metropolitan area. Fortunately, Virginia has already initiated major steps to provide for students in the urban areas. The expansion of George Mason College, located in the most populous metropolitan area of the state, is in this direction. So is the recommendation for a new state university in Richmond. In Norfolk, Old Dominion College is also rapidly emerging as an urban-university type institution, and Virginia State College is increasing its enrollment significantly.

Attention must continue to be given to the special higher educational needs of metropolitan areas.

INCREASED TECHNOLOGY

Virginia is fast becoming a major center of the nation's rapidly developing technological advances. Its location, its diverse research enterprises, both industrial and governmental, and the momentum already engendered suggest rapid future expansions. In this, higher education has an essential role. It is certain that the colleges and universities will be called upon to help extend the frontiers of knowledge and to prepare greater numbers of men and women at the graduate and professional levels.

New technology, however, also requires an increasing number of persons with sub-professional training. Trade and industrial training, along with more sophisticated vocational-technical education, form the foundations for successful use of these resources. A special responsibility rests upon the state to provide sound programs of this character, now one of the prime responsibilities of the state system of comprehensive community colleges.

HIGH STUDENT COSTS

One factor that should be considered in conjunction with the college-going rate in Virginia is the relatively high cost to the student. This is generally the case in both the public and the private institutions. There is little doubt that in the past the cost of college attendance in Virginia has deterred a number of students from enrolling in college. The recently established loan programs and the expanding community college system with low tuition costs have, it is believed, substantially improved the situation. It is of vital importance that competent students not be deprived of higher educational opportunities because of high student costs.

PRUDENT DETERMINATION OF PRIORITIES

It is unlikely that Virginia, or any other state, will find the financial resources to do all that should be done in higher education at any point in time. Virginia already provides support to a relatively large number of institutions. Yet it is clear that many of these institutions must be expanded significantly and new institutions must be established in order for Virginia to meet the educational needs of its citizenry. As it proceeds to accept its educational responsibility the state will need to make some hard choices. It must take utmost care to insure that each decision, each direction, and each expenditure is thoroughly justified.

The Virginia Higher Education Plan charts a course which the State Council considers both progressive and realistic for meeting the goals for Virginia higher education.

GOALS FOR HIGHER EDUCATION

In the course of its studies and long-range planning, the State Council concluded that a set of broadly defined goals was needed to give direction and stimulation to the further development of higher education in the Commonwealth. The Council invited its General Professional Advisory Committee to participate with the staff in formulating a proposed set of goals for Council consideration. The Committee accepted the invitation and, following a period of intensive work extending over several months, recommended to the Council a set of five goals. After careful study and review the Council concluded that the proposed goals charted a challenging and sound course for the future of higher education in the state. By formal resolution at its June, 1967, meeting, the State Council adopted the follow- "Goals for Higher Education in Virginia:"

PREFACE

Education is the key to the future greatness of Virginia.

The State Council of Higher Education is charged with the responsibility of promoting the development and operation of a sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth.

Consistent with its mission, the State Council hereby offers five broad goals for charting the future of higher education in Virginia.

It commends these "Goals" to all citizens of the Commonwealth and urges every effort toward their realization.

GOAL 1

To provide appropriate opportunities in higher education for all youth who can benefit therefrom.

Inherent in this goal is recognition of the fact that the boundaries of knowledge and the educational demands of society are expanding at greatly accelerated rates. Also inherent is recognition of the necessity to encourage all youth to consider the need of higher education in terms of their abilities and interests.

GOAL 2

To provide timely and relevant opportunities for the continuing education of adults.

Inherent in this goal is recognition of the fact that unprecedented demands of the explosive twentieth century make education a life-long endeavor for productive and enlightened citizenship.

GOAL 3

To encourage the development of expanded social and economic opportunities for the individual and the Commonwealth through the cooperative mobilization of the research and public service resources of higher education, government, business, industry, and the community at large.

Inherent in this goal is recognition of the need to apply Virginia's research and public service resources cooperatively and imaginatively, to the identification and understanding of diverse aspects of life in a contemporary, complex society.

GOAL 4

To seek excellence in all elements and aspects of higher education.

Inherent in this goal is recognition of the need for Virginia to avoid mediocrity by insisting upon the highest quality of performance in all segments of its higher education. Also inherent is recognition of the fact that excellence must be defined in terms of institutional purpose viewed in the perspective of universal criteria.

GOAL 5

To promote the continuous support and environment necessary to develop and maintain maximum efficiency and productivity throughout the entire system of higher education.

Inherent in this goal is recognition of the fact that expanding the quality and quantity of higher education opportunities entails investment at higher levels and effective utilization of resources to guarantee maximum benefits to the State and to its citizens.

PART II - Basic Components of the Virginia Plan for Higher Education

Statewide planning for higher education is a continuing process. Decisions made in 1968 will need to be analyzed periodically to discover whether they prove to be relevant to the rapidly changing circumstances of later years. States which have sought to impose a rigid state plan for their systems of higher education have soon found that events have outrun their plans and their fixed patterns have become inappropriate.

Four to five years are required to plan, design, and construct a new campus, and a similar period is usually necessary to initiate, equip, and staff a new program of major proportions on an existing campus. Consequently, a ten year, long-range plan to provide direction and coordination for the future higher educational developments of the state is essential. Experience has shown however, that efforts to plan in a specific manner for periods longer than ten years may be of limited value.

The State Council's plan for Virginia's system of public higher education during the next decade consists of eleven basic components which are presented herewith.

The Council believes the plan it offers will promote the flexibility and adaptability which has characterized Virginia higher education. It is designed to preserve the diversity of the colleges and universities which comprise the state system, and to provide a sound and progressive program of higher education for the Commonwealth.

COMPONENT I:

STATE PLANNING AS A JOINT VENTURE FOR ALL HIGHER EDUCATION

Virginia has long enjoyed the contributions of a complementary dual system of private and public higher education. The educational aspirations and needs of the citizenry in the years ahead will challenge both of these sections of higher education to render even greater services than they have provided in the past. Such factors as expanding enrollments, increased specialization, highly sophisticated

technology, and the critical shortage of professional personnel indicate that comprehensive joint planning and coordination between private and public higher education may be mutually beneficial to both groups and to the state as well. The financial situation confronting both private and public higher education is an impressive argument in support of these theses.

As the state agency responsible for statewide planning for public higher education, the Council supports the principle and practice of comprehensive planning with the private colleges in order that sufficient higher educational opportunities may be developed for meeting the existing and anticipated needs of the state. As independent institutions, participation must, of course, be voluntary on the part of the several private institutions.

Specifically, the State Council welcomes representation of private institutions on its several professional advisory committees which are concerned with statewide higher education issues and activities. The Council seeks to disseminate all of its published information regarding public higher education to the private institutions and enjoys a close personal and professional association with the private higher education organizations and institutions in the state. The Council is hopeful that creative arrangements may be developed whereby highly specialized resources may be effectively utilized by both private and public institutions. It also favors joint exploration to determine if co-sponsored library services and information systems, instructional media and technological experiments, and shared selected staff resources might be mutually advantageous to both public and private education. These and other similar possibilities may be especially appropriate for institutions located within the same metropolitan area or within close proximity to one another.

COMPONENT II:

A PATTERN FOR ORDERLY GROWTH IN ENROLLMENTS

In the fall of 1967, the colleges and universities of Virginia enrolled 102,026 resident credit students (full- and part-time), 12,000 more than had ever previously been enrolled. By 1977, a decade hence, this enrollment is expected to more than double.

This phenomenal increase, in Virginia and throughout the nation, results from a number of on-going developments.

1. As an individual and social investment, more and more people are seeking post-secondary education. More youth attend college, more adults return for new or refresher courses, and men and women returning from military service are joining the student ranks in large numbers.

2. The "mix" of students is changing with, on the one hand, a much greater demand for post-secondary occupational, vocational-technical courses, and, on the other hand, a greater demand for graduate, professional, post-doctoral, and post-professional programs.

3. The establishment of community colleges throughout the country is producing striking advances in the rate of college attendance. This results from both the proximity of the colleges to the students and from the advantages to the student of low-cost higher education.

4. Increases in two-year college graduates serve to enlarge the upper division enrollments of the baccalaureate institutions.

5. Expanded programs of student assistance through scholarships, grants, and student loans tend to raise the college-going rate.

6. The creation of commuter colleges and universities in highly-populated metropolitan areas increase college attendance.

7. College attendance is also affected by such general conditions as the level of economic well-being, selective service policies, educational benefits for veterans, and the like.

In general, these factors, added to the increasing number of youth, have caused college enrollments to rise more than 10 per cent each year in recent years and to double in a decade. Recent growth in Virginia higher education has been even greater.

Should the above factors continue in the direction of increasing college attendance, future enrollments might substantially exceed present national projections. On the other hand, some of these factors may not develop as strongly in the future as is now anticipated. Private institutions, as well as those which are state-controlled, cannot expand without additional financial support. The college and university system might find its growth checked to some degree by delays in the construction of capital facilities as well as the difficulty of staffing new instructional programs. No one can be sure that all youth and adults who can profit from post-secondary education will, in fact, be motivated to enroll therein. In addition, economic conditions and military requirements may change substantially in the coming decade.

All of these considerations reinforce the position that projections of college enrollment, while useful for planning purposes, will be accurate only to the extent the circumstances on which they are based actually materialize.

Basic to any effort to project future enrollments are calculations of the total college-age population of the state for various future periods. Since virtually

all the youth who will attend college until 1985 are already born, total population figures for this age-group can be determined with considerable precision. Birth totals, for 15-20 years earlier, adjusted for such factors as migration to and from the state, mortality rates, the impact of military installations, and the like, provide meaningful population projections. The projection of the 18-21 year old population of Virginia until 1985 presented by the Higher Education Study Commission follows:

ESTIMATED POPULATION OF VIRGINIA, 18-21 YEARS OF AGE
1960-1985*

1960	216,880
1965	271,978
1970	323,438
1972	334,000
1975	351,366
1977	358,000
1980	368,000
1985	380,000

*Prospective College-Age Population in Virginia by Subregions, 1960-1985, Staff Report Number 1, Virginia Higher Education Study Commission, 1965 (1972 and 1977 estimates extrapolated).

As noted earlier, the college-age population projection data of the Virginia Higher Education Study Commission included only ages 18 through 21. This is a narrow range in view of the growing tendency for college enrollment, even at the undergraduate level, of persons over 21 as well as under 18. The extension of graduate and professional study is also increasing the number of students over 21 years of age.

The State Council determined that enrollment projections for five and ten years hence, 1972 and 1977, which incorporate the actual growth in college enrollments experienced since the Higher Education Study Commission projections were prepared two years ago were needed to provide an appropriate base for the development of an over-all Virginia Plan for Higher Education.

In arriving at its projections the Council has given thoughtful consideration to each of the factors cited earlier as influencing future enrollments. In this regard the Council wishes to stress the fact that its projections cannot be considered in isolation from these factors. In addition, the Council has made the specific assumption that by 1972 the state system of community colleges will be complete to the extent that a comprehensive community college will be in operation in each of the geographical areas designated in the state master plan of the State Board for Community Colleges. It should also be emphasized that while the projections given for each of the three segments of Virginia higher education are the Council's best current estimates and are valuable for planning pruposes, it is unlikely that any one segment will experience the precise growth indicated. Careful analysis should be given to actual enrollments each year to determine whether or not adjustments should be made from time to time in the projected enrollments.

The preceding limitations notwithstanding, the Council believes that the projections it presents are realistic and offer a sound basis for statewide planning.

PROJECTED RESIDENT CREDIT HEAD-COUNT
HIGHER EDUCATION ENROLLMENT IN VIRGINIA,
FALL 1972 AND FALL 1977

	Actual			Projected	
	1965	1966	1967	1972	1977
State-Controlled	50,458	55,518	62,753	98,795	117,475
Four-year institutions	5,055	8,029	12,160	31,540	61,150
Two-year institutions					
Private Institutions	25,371	26,432	27,199	35,663	40,113
Total	80,884	89,979	102,112	165,998	218,738

COMPONENT III:

NO ADDITIONAL FOUR-YEAR PUBLIC INSTITUTIONS

Virginia already has a relatively large number of state-controlled colleges. Half of them currently enroll fewer than 3,000 students each. At present only two have as many as 7,000 full-time students. A number of these existing four-year public institutions can be expanded to accomodate larger enrollments. Later studies may suggest the desirability of creating additional four-year public institutions by 1977, but planning for their establishment should not be undertaken at this time. Changes in instructional methods, along with shifts in the manpower needs of the changing technology, may alter sharply the higher educational practices in the years ahead.

As part of its continuing responsibility for leadership in promoting and coordinating a statewide system of higher education, the State Council, with the advice of staff and faculty members of existing institutions, will develop criteria to guide

the future expansion of Virginia's family of public institutions. These criteria will reflect the role of the private colleges and universities, the growth of existing institutions, the Commonwealth's commitment to a statewide community college system, the educational services available through extension, the potentialities of new instructional methods such as television, and other pertinent factors. The criteria will also be harmonized with both state and metropolitan area planning.

COMPONENT IV:

INSTITUTIONAL ROLES AND FUNCTIONS CONSISTENT WITH STATE AND NATIONAL NEEDS

The board of visitors of each institution has formulated a statement of the role and function for its college. These statements reflect institutional aspirations and serve as guidelines for institutional development.

Consistent with its responsibility to formulate a statewide plan for public higher education, the State Council summarizes on the pages which follow the role and function it considers appropriate for each of the several state institutions for the next ten years.

In considering the future role of each institution, the Council examined and weighed many factors and many viewpoints. It gave careful study to the present role of each institution and to the future developments proposed by each institution during the Council's biennial campus visitation and in other meetings and communications with the Council and its staff. In a similar manner, the Council and its professional staff and consultants engaged in extensive deliberations regarding the number and types of institutions and institutional offerings which should comprise the state system of higher education in the future.

From its analyses and study, the Council determined that the public higher education system in Virginia should, in the future, incorporate the following elements:

1. Higher educational opportunities (vocational, technical, continuing education, and college transfer) of two years or less duration available within commuting distance of all citizens through a state system of comprehensive community colleges.

2. Acceptance by the four-year institutions of qualified graduates from the community colleges with a resulting major expansion in the upper-level enrollment of many senior institutions.

3. A core of exclusively undergraduate, baccalaureate degree-granting institutions.

4. Institutions with predominant enrollments in four-year, undergraduate degree programs and smaller enrollments in master's degree graduate programs in related fields.

5. A residential, university-type institution of medium size with broad undergraduate and master's degree programs and limited doctoral programs.

6. Urban oriented, university-type institutions in metropolitan areas serving primarily commuting students, and offering extensive evening programs, broad baccalaureate and master's degree curricula, and a limited number of doctoral programs in fields of special importance to their respective geographical areas.

7. Comprehensive universities, primarily of a residential nature, with broad offerings at the undergraduate, master's, and doctoral levels, with a number of professional schools giving increased emphasis to graduate and professional study and research.

The Council believes the role and function statements which follow are individually and collectively consistent with the preceding set of elements. The Council further believes the system it outlines will provide a varied and flexible program of higher education sufficient to meet the needs of the Commonwealth for the next decade.

Finally, the Council urges each institution to direct its efforts and operations toward the full realization of its role in the state system of higher education. Each institution "should aim at being supremely good of its kind, not a breathless imitation of something else."

CLINCH VALLEY COLLEGE

Head Count Enrollment:	
Actual, Fall 1967	495
Projected, Fall 1972	950
Projected, Fall 1977	1,075

Clinch Valley College, a branch of the University of Virginia, is authorized to award its first baccalaureate degrees in June, 1970. Major programs in biology, business and public administration, chemistry, elementary education, English, French, history, mathematics, and Spanish have already been officially established for the College. The State Council expects Clinch Valley College to continue to focus its resources on undergraduate programs in the arts and sciences, business, and teacher education. The latter, teacher education, should be of special value to the public school systems in Southwest Virginia. No graduate offerings are anticipated for this institution.

GEORGE MASON COLLEGE

Head Count Enrollment:	
Actual, Fall 1967	1,128
Projected, Fall 1972	5,600
Projected, Fall 1977	7,000

George Mason College, a branch of the University of Virginia, was designated by the 1966 General Assembly as a four-year degree-granting institution. It is predicted that it will experience a rapid growth in enrollment as additional facilities are provided. Further, flexible scheduling of classes should attract a sizeable number of part-time students.

George Mason in the future is expected to assume the characteristics of an urban university. This was recommended by the Higher Education Study Commission and the State Council supports this development. However, it is essential for George Mason to grow in an orderly manner and for its programs to be firmly based. In the immediate future, additional undergraduate programs will be needed at George Mason. As it grows at both the undergraduate and graduate levels, the institution should give particular attention to fields of special significance to its geographical region.

LONGWOOD COLLEGE

Head Count Enrollment:	
Actual, Fall 1967	1,737
Projected, Fall 1972	2,185
Projected, Fall 1977	2,200

Longwood is a women's college with a strong focus on teacher education and the arts and sciences at the undergraduate level. The Council anticipates that the college will continue to concentrate on its teacher education role in the years ahead. While no great growth in student enrollments should be expected, continuing attention should be directed to new instructional techniques and innovative programs

whereby qualified graduates of the community colleges may be able to earn baccalaureate degrees.

For a number of years, Longwood has offered master's degree programs in a small number of fields; however, the number of master's degrees awarded during the past decade has averaged fewer than ten per year. The Council favors the phasing out of these programs and the concentration of all of the college's resources on its undergraduate programs. However, it recognizes the special circumstances at the College at this particular time, as well as Longwood's desire to complete its own evaluation of its graduate offering. Therefore the Council will review with interest the results of the College's study as soon as they are available.

MADISON COLLEGE

Head Count Enrollment:	
Actual, Fall 1967	2,999
Projected, Fall 1972	5,200
Projected, Fall 1977	6,500

Madison, a general college of arts and sciences with primary emphasis on the preparation of teachers, was until recently a women's college. Now that it has been accorded coeducational status, it can be expected to develop programs that will attract an increasing number of men students. However, the State Council foresees teacher education to be the continuing major enterprise of the college at both the bachelor's and master's degree levels. Limited expansion of master's programs may be justified as the institution grows. No doctoral programs are envisioned for Madison College in the foreseeable future.

It is desirable for Madison to give special consideration to educating a significant number of transfers from community colleges. In particular, Madison should give attention to the design and implementation of programs at the upper division level to prepare such transfers for teaching and other careers.

MARY WASHINGTON COLLEGE

Head Count Enrollment:	
Actual, Fall 1967	2,179
Projected, Fall 1972	2,300
Projected, Fall 1977	2,300

Mary Washington College, the four-year coordinate college of women of the University of Virginia, is an institution providing high quality liberal education, selective in admission policies, and emphasizing the acknowledged values of the moderate size, residential institution. It does not offer any graduate programs and none is contemplated. Its strength lies in accomplishing well the specific purposes to which it is committed.

The State Council of Higher Education believes that this institution should continue to focus its efforts on the undergraduate education of women.

OLD DOMINION COLLEGE

Head Count Enrollment:	
Actual, Fall 1967	9,102
Projected, Fall 1972	16,000
Projected, Fall 1977	19,100

Old Dominion College, located in the heart of one of the three largest population centers of the state, is rapidly acquiring the characteristics of an urban university. This is the role that the State Council envisions for this institution in the Virginia system of higher education. Consistent with this role, and as soon as it develops appropriate library, research, and other resources, the Council feels it would be appropriate for the Board of Visitors to change the designation of the institution from "college" to "university."

Currently offering associate degrees in 10 fields, bachelor's degrees in 61 fields, and 15 master's degree programs, it can be expected that during the next 10 years,

a number of additional undergraduate and master's degree programs and a limited number of doctoral programs will be developed. Growth of nearby community colleges should permit Old Dominion to phase out its entire associate degree program. In turn, the institution should be in a position to devote increased resources to the development of graduate programs. Initially, its doctoral programs and research efforts should be in special areas related to the unique location of the institution and special needs of the area.

Primarily a coeducational, commuter institution, Old Dominion's major emphasis should be directed to instruction (on-campus and at other locations in the geographical area) and to research and public service designed for the metropolitan Tidewater community.

RADFORD COLLEGE	Head Count Enrollment:	
	Actual, Fall 1967	3,594
	Projected, Fall 1972	5,000
	Projected, Fall 1977	5,500

Radford, one of the largest women's colleges in the nation, provides a variety of undergraduate programs in the arts and sciences and broad professional education offerings. Bachelor's degree programs are available in nearly 30 fields and master's programs are provided in almost a dozen areas. The State Council expects Radford to continue its present role in the Virginia system of higher education.

Within the next ten years, the Council anticipates an expansion of enrollment at Radford to approximately 5,500, the institution's estimate of its campus capacity. With this student growth, a sizeable portion of which would be expected at the upper division level, additional undergraduate majors in teacher education and the arts and sciences may be appropriate as well as similar programs at the master's

level. No doctoral programs are envisioned for Radford College in the foreseeable future.

UNIVERSITY OF VIRGINIA

Head Count Enrollment:	
Actual, Fall 1967	8,598
Projected, Fall 1972	11,500
Projected, Fall 1977	14,000

The Board of Visitors of the University of Virginia, in June 1964, approved a "Statement of Institutional Purpose" prepared by the University Senate. The statement emphasized the highest quality instruction leading to baccalaureate degrees in the arts and sciences, the provision of professional programs in architecture, city planning, commerce, education, engineering and applied science, law, medicine, and nursing, and graduate programs in some of these fields. In addition, the University of Virginia is committed to research, to public service, to continuing education, and to other educational contributions to the state. All of these functions are consistent with the role of a truly comprehensive university of national reputation.

The State Council concurs with the above interpretation of the role and function of the University of Virginia. The Council feels that the University must provide a wide breadth and depth of program offerings as it fulfills its obligations to extend the frontiers of knowledge through advanced studies and research and to transmit the results of intellectual inquiry to its students and to the citizens of the state and nation.

The State Council believes that the University of Virginia should, in the future, place even greater emphasis than has been possible in the past on upper level undergraduate, professional, and graduate programs. Assuming these developments, the Council would anticipate significant enrollment increases at these levels. The

University faculty and administration might well consider the development of additional programs leading to the doctoral degree.

VIRGINIA	Head Count Enrollment:	
COMMONWEALTH	Projected, Fall 1972	21,000
UNIVERSITY	Projected, Fall 1977	25,200

A modern urban oriented university is urgently needed in the Richmond area and the State Council envisions and enthusiastically supports the establishment of such a university effective July 1, 1968. One assumption upon which the statewide plan for higher education presented herewith is based, is that the proposed new university will be approved by the 1968 General Assembly.

The Council is convinced that the Medical College of Virginia and Richmond Professional Institute provide a sound foundation upon which to develop a metropolitan university. The new university, however, must become much broader in scope than the total programs of the two existing institutions.

This growth in enrollment, instructional offerings, and public service must be guided by a well conceived and clearly enunciated philosophy. The Commission established to plan the University, "The Wayne Commission," has presented a philosophy of the urban university which has the full concurrence of the State Council. Accordingly the Council would expect the board of visitors of the university to establish, revise, consolidate, terminate, and expand the instructional, research, and public service offerings of the Medical College of Virginia and Richmond Professional Institute consistent with the recommendations, guidelines, and philosophy of the "Wayne Commission" report.

Specifically, the Council anticipates that Virginia Commonwealth University will be primarily a commuter institution with extensive offerings in the evening and on Saturdays and a large part-time enrollment. It anticipates that the University will develop a broad scope of quality undergraduate programs and a selected number of masters and doctoral programs especially suitable to the urban clientele it is designed to serve.

VIRGINIA MILITARY INSTITUTE

Head Count Enrollment:	
Actual, Fall 1967	1,202
Projected, Fall 1972	1,300
Projected, Fall 1977	1,300

The State Council of Higher Education recognizes the value of and wishes to preserve the distinctive character and specialized function of this distinguished institution. It is the only higher educational institution in Virginia and one of the few in the country offering degree programs within the framework of a total military environment. Its outstanding record of service to the Commonwealth and the nation now covers almost a century and a third.

Bachelor's degrees are awarded to students completing major programs of study in 11 fields. All of these are encompassed in the arts and sciences except for majors in civil and electrical engineering. These degree offerings, in the Council's opinion, are particularly appropriate to a military college. The instructional function of the Institute is supported by a coordinated program of scientific research involving members of the faculty and cadets.

The Board of Visitors of the Institute wishes VMI to continue as a quality male undergraduate military college of approximately 1,200 full-time students. No graduate programs are projected. The State Council concurs in this interpretation of the role of the Institute.

VMI has expanded its adult education program to offer evening college-level courses for local part-time students. These are made available without affecting the regular day program of the Institute, and have been endorsed as beneficial to local citizens as well as to industry and business. In this effective way, VMI continues to broaden its service to the community and to the state.

VIRGINIA POLYTECHNIC INSTITUTE

Head Count Enrollment:	
Actual, Fall 1967	9,421
Projected, Fall 1972	13,460
Projected, Fall 1977	18,000

Virginia Polytechnic Institute is Virginia's land grant university with an extensive commitment to graduate as well as undergraduate instruction, research, and statewide continuing education and public service. In recent years this rapidly developing institution has gained increased national prominence. In its growth process VPI has acquired the character of a comprehensive university which preserves many of the traditions of its land grant orientation. The State Council concurs in this role for VPI in the Commonwealth's system of higher education.

In October, 1964, the Board of Visitors approved a statement of "Philosophy of Development" for Virginia Polytechnic Institute favoring greater interest "on strengthening the graduate programs and offering graduate degrees in all areas where the need is demonstrated." The State Council is in agreement with this position and endorses the expansion of doctoral level programs in non-science areas as well as additional programs in other areas of engineering and science. Elsewhere the Council records its view that all programs in agriculture, including the current offerings at Virginia State College-Petersburg, should be centered at VPI.

As VPI provides expanded higher educational opportunities and services, its enrollment will continue to grow. It will be expected that many more women students will be attracted to the programs that will increasingly distinguish this center of higher education in the years ahead.

VIRGINIA STATE COLLEGE-NORFOLK

Head Count Enrollment:	
Actual, Fall 1967	4,108
Projected, Fall 1972	6,500
Projected, Fall 1977	7,000

The State Council of Higher Education approved the following resolution defining the role and scope of Virginia State College-Norfolk, in August, 1967, and this statement has been adopted by the Board of Visitors of the College:

"Pursuant to a request from the Board of Visitors of Virginia State College for a clarification of the role and scope of its Norfolk Division, and in accordance with the statutory responsibilities of Section 23-9.6 of the Code of Virginia, the State Council of Higher Education has determined that Virginia State College-Norfolk, either as a branch or as an independent institution, shall limit its curriculum offerings to strong baccalaureate programs in the arts and sciences, business, teacher education, and technology (industrial, electrical, and science) according to its resources and the needs of the area in which it is located. Although it is expected that faculty members will engage in research or other scholarly activity, it should be stressed that Virginia State College-Norfolk is envisioned as an institution for providing instruction at the baccalaureate level in the four areas named above.

"It is the opinion of the State Council of Higher Education that existing and proposed master's and doctor's programs at other state-controlled institutions of higher education obviate the need for graduate level instruction at Virginia State College-Norfolk.

"In planning the future of Virginia State College-Norfolk, the State Council of Higher Education assumes that the Board of Visitors will bear in mind the growth and development of the state system of comprehensive community colleges with their offerings of certificate and associate degree programs."

The State Council is convinced that Virginia State College-Norfolk should have its own independent board of visitors, in accord with established principles of autonomous college government.

VIRGINIA STATE COLLEGE-PETERSBURG	Head Count Enrollment:	
	Actual, Fall 1967	2,286
	Projected, Fall 1972	2,300
	Projected, Fall 1977	2,300

Virginia State College-Petersburg offers baccalaureate programs in some 50 fields and master's degrees in almost 20. Neither the current nor the projected enrollment justifies academic offerings of this magnitude, and in the Council's opinion some reductions in the number of programs are needed. Specifically, the program in agriculture should be merged with that of VPI and located on the Blacksburg campus. The two-year programs in vocational education should also be absorbed by the community colleges as they are developed throughout the state.

With a reduction in its variety of offerings, Virginia State College-Petersburg should devote its efforts to making its undergraduate programs in arts and sciences and professional education of such quality as to receive national recognition. The State Council believes this task should receive the highest priority of attention from the Board of Visitors, administration, and faculty of the college. Existing master's degree programs should also receive similar scrutiny to ascertain their appropriateness in the curriculum as projected for the future. The Council foresees no expansion of offerings at the graduate level for this institution.

THE COLLEGE OF WILLIAM AND MARY

Head Count Enrollment:	
Actual, Fall 1967	4,736
Projected, Fall 1972	5,500
Projected, Fall 1977	6,000

The College of William and Mary, the second oldest in the nation and the oldest in the Commonwealth, is an institution of national reputation which combines the cherished traditions of the past with a progressive twentieth century instructional and research program. In recent years William and Mary has experienced orderly growth in enrollment and a considerable expansion of offerings with increased emphasis on graduate programs. While preserving its historic name (which the Council concurs with the Board of Visitors should never be changed), William and Mary is in fact a "university" with limited programs of high quality.

The Council does not expect William and Mary to become a comprehensive university. It feels the College should maintain a steady growth pattern and develop additional selective undergraduate and graduate programs on the foundation of sound offerings already in existence. The Council believes the College can retain its distinctive characteristics as a residential institution with high standards and at the same time expand its educational services for the rapidly growing Peninsula

area, focusing the same at the convenient location of the Virginia Associated Research Center--a graduate center of the College.

It is also expected that, consistent with its historic role of service to the Commonwealth, The College of William and Mary will continue to lend its competencies to the research, extension, and public service needs of the state.

THE STATE SYSTEM OF COMPREHENSIVE COMMUNITY COLLEGES	Head Count Enrollment:	
	Actual, Fall 1967	9,294
	Projected, Fall 1972	30,290
	Projected, Fall 1977	59,050

The State Board for Community Colleges was established by the 1966 General Assembly to develop a state system of comprehensive community colleges to offer instruction "...in one or more of the following fields:

(1) freshman and sophomore courses in arts and sciences acceptable for transfer in baccalaureate degree programs,

(2) diversified technical curricula including programs leading to the associate degree,

(3) vocational and technical education leading directly to employment,

(4) courses in general and continuing education for adults in the above fields."

Considerable strides have been made toward the realization of these educational opportunities within commuting distance of all citizens of the Commonwealth. The State Council endorses the full development of this plan consistent with the

needs of the state. The Council states elsewhere in this plan its position with respect to the relationship of the two-year branch institutions to the community college system.

Already the Council, with the cooperation of the community colleges and the four-year institutions, has developed "Articulation Guidelines" designed to assure smooth transition for students seeking to complete the first portion of their college program in a community college and the latter part of their program in a senior institution. The Council's projections for rapid growth in enrollments of the community colleges is predicated on the experience to date and the broad purposes of this newest segment of Virginia's system of higher education.

DANVILLE DIVISION OF VIRGINIA
POLYTECHNIC INSTITUTE

EASTERN SHORE BRANCH OF THE
SCHOOL OF GENERAL STUDIES
OF THE UNIVERSITY OF
VIRGINIA

PATRICK HENRY COLLEGE OF THE
UNIVERSITY OF VIRGINIA

RICHARD BLAND COLLEGE OF THE
COLLEGE OF WILLIAM AND
MARY

The Higher Education Study Commission in its 1965 report to the Governor and General Assembly recommended that these branch colleges of the senior institutions be incorporated into the state system of community colleges. The State Council of Higher Education concurs in this role for these institutions.

CHRISTOPHER NEWPORT COLLEGE OF THE COLLEGE OF WILLIAM AND MARY

Head Count Enrollment:	
Actual, Fall 1967	1,093
Projected, Fall 1972	1,250
Projected, Fall 1977	2,100

Christopher Newport College, a two-year branch of The College of William and Mary, is located in one of the rapidly growing metropolitan areas of the state. The College seeks to schedule its offerings so that fully employed students may pursue higher education on a part-time basis. Its part-time enrollment is currently in excess of its full-time enrollment. As the new comprehensive community college in the Hampton area develops, it may be appropriate for Christopher Newport to become a four-year or a two-year upper-level (junior and senior) baccalaureate degree-granting commuting institution. It is impossible at this time to determine the precise pattern of Christopher Newport which will best meet future needs of the area, and it is unlikely that there will be sufficient evidence for several years hence to justify any change in the present role of the College. In the meantime, The College of William and Mary, the parent institution, should continue to guide the development of this institution and consult periodically with the State Council of Higher Education and the State Board of Community Colleges concerning the higher educational developments in the area and the long-range role of Christopher Newport.

COMPONENT V:

STATEWIDE SYSTEM OF COMPREHENSIVE COMMUNITY COLLEGES

In 1966, Virginia embarked on an imaginative program for the creation of a state system of comprehensive community colleges. Legislation authorizing the development of this new segment in the state-controlled system of higher education

was enacted by the General Assembly within weeks after the Higher Education Study Commission reported (in December, 1965) that:

> "The most significant gap in Virginia's present provision of higher education is the lack of any institution of the kind commonly known in other States as the comprehensive community college;" and that
>
> "The most urgent need in Virginia's program of higher education is the development of a system of comprehensive community colleges. The highest priority should be given to this development."

Designed to offer commuting students higher educational programs in vocational, technical, and continuing education, and freshman and sophomore offerings for transfer credit in baccalaureate degree programs, these colleges are expected to increase substantially the higher education enrollment within the state. It is vital that a sufficient number of these institutions be established to serve the needs of the state, that the programs of each college be oriented to the particular educational needs of the geographical area to be served by the college, and that the college-transfer curricula of all of these institutions be planned and operated in a manner which will insure student transferability into senior institutions.

As the State Board of Community Colleges plans additional colleges, it should analyze and evaluate the operations of its existing institutions to determine what changes, if any, should be made in its criteria regarding college areas, site and building requirements, curricular offerings, and institutional financing and operation.

The State Council foresees one serious threat to the full development and effective operation of the state system of community colleges. The disruptive factor which may emerge will be local pressure to convert one or more of the community colleges into four-year undergraduate institutions. Such action would be contrary to the state's purposes in establishing community colleges and would seriously harm

the state's coordinated system of higher education. The Council herewith registers its opposition to any move toward the conversion of community colleges into four-year institutions. It urges all parties to support this position.

COMPONENT VI:
COORDINATED OPPORTUNITIES FOR CONTINUING EDUCATION

According to the 1960 Census, Virginia's adult population had received seven-tenths of a year less schooling than was the case throughout the nation. In a state with rapidly developing technology, this lag needs to be corrected. The comprehensive community colleges have continuing education as one of their major functions. The four-year institutions also have an important role in this area of higher education, through their campus and off-campus extension and public service programs. Library resources, educational television, and training programs for industry and the armed forces are but a few of the opportunities for continuing education that can and should be provided.

The State Council has the statutory responsibility for coordinating the development of a statewide system of continuing education and has the assistance of its Extension and Public Service Advisory Committee in this undertaking. Through a cooperative approach, a plan will be formulated whereby continuing education opportunities will be provided within reach of all Virginians who wish to benefit from these offerings.

COMPONENT VII:

MOBILIZATION OF RESEARCH AND TECHNOLOGICAL RESOURCES

Imaginative ways must be found whereby the research and technological resources of higher education, government, business, industry, and the community at large may be pooled in an effective manner to advance the educational and economic status of the Commonwealth.

The State Council of Higher Education favors the establishment in the near future of a high-level advisory committee on advanced technology and research as a first step toward this need. This committee will be charged to focus its attention and creative talents on the determination of productive plans and procedures for mobilizing the unique resources of the several segments. The committee will include representatives from the higher educational institutions presently engaged in advanced research, personnel from the Division of Planning and the Division of Industrial Development, research specialists from industry and business, and other persons with experience in advanced technology. One of the early tasks of the group will be the compilation of an inventory of available specialized resources. From this, it should be possible to propose suitable measures for capitalizing on the existing educational research and technological assets of the state and to determine areas that need strengthening. The activities of the committee should be directed toward achieving a maximum degree of cooperation and participation among all organizations, agencies, and groups in expanding the advanced technological and research capabilities of the state.

COMPONENT VIII:

A REASONABLE LEVEL OF STUDENT TUITION CHARGES

A study of the present situation in Virginia and elsewhere indicates that a clear relationship exists between the level of tuition charged and the rate of college attendance. High tuition charges inhibit college enrollment, while low student charges extend educational opportunity to greater numbers of citizens.

Yet the imposition of a reasonable tuition charge, even in tax-supported institutions, has a rational foundation and is widely accepted in every state. At the same time, throughout the nation, public policy has sought to hold the tuition charges by state institutions to a figure so reasonable as not to inhibit seriously college attendance.

The Southern Regional Education Board has found Virginia's tuition rates to be somewhat higher than those of other states of the South. National comparisons yield the same conclusion. A primary purpose for providing public higher education is to make it available to all who may benefit from it. Charges to students should be established with this in mind.

COMPONENT IX:

SUFFICIENT STUDENT FINANCIAL ASSISTANCE

College costs have escalated sharply in recent years. Many families find it increasingly difficult to finance higher education for their children. Commuter colleges and the creation of community colleges in metropolitan areas help to reduce this burden.

Scholarship programs need to expand at least in proportion to college enrollments. Actually there are sound reasons for more rapid expansion than this. As the enrollment of a college or university rises, student work opportunities, on campus or in the community, rarely keep pace. Student self-help becomes more difficult. (Rising academic standards often have the same effect in that the student has less time for gainful employment.)

Thus, if enrollment doubles during the next decade, state scholarship programs ought at least to double in extent.

Special effort should be made to support the growth of graduate enrollments. Findings of the Higher Education Study Commission indicate that Virginia, in 1964, conferred less than one per cent of the graduate degrees granted in the nation. This same commission concluded that in view of such factors as the state's population and personal income, Virginia should be producing at least two per cent of the national higher educational product. For the same period, the Southern Regional Education Board found that Virginia ranked eleventh among the fifteen southern states in the production of master's degrees and eighth in the number of doctor's degrees awarded. National data for 1964 indicated that Virginia ranked among the lower half of the states in terms of the number of doctoral degrees awarded.

Greater financial assistance and incentives to graduate students would be a means of increasing graduate enrollment, thereby enabling Virginia to produce its proportionate share of advanced scholars.

COMPONENT X:

STATE FINANCIAL SUPPORT FOR QUALITY HIGHER EDUCATION

Reference has been made to the "Courageous Commitment" Virginia has recently made to finance higher education. The next decade will challenge the state's

best efforts to provide financial support sufficient to achieve its established goals for higher education.

It has been pointed out that "Colleges don't need anything; it is society and its people who need higher education."

The state's investment in higher education must rise sharply for the following reasons:

1. Far more students will need to be educated.

2. Enrollments will increase in the more costly advanced graduate and professional programs.

3. Salaries must continue to advance if quality is to be maintained.

4. Provision must be made for improvements in instruction, research, and expanded public services.

5. Long-range inflationary factors can be expected.

These factors apply to all of higher education, both public and private. To achieve the goals of the Virginia Plan, greater financial support must accrue to the private colleges, two and four-year, in order that they may continue to provide education of high quality to larger numbers of students. These funds come from voluntary contributions of private citizens and corporations. In the same way, the Commonwealth of Virginia will need to provide greater appropriations to support the public colleges and universities. Recent commitments for new state-controlled colleges, two- and four-year, will necessitate substantial funding but must not obscure the expanding financial needs of existing institutions.

It is difficult to foresee the exact dollar magnitude of the needed financial support in the years ahead. Care must be taken to promote the wisest possible use of funds and the most efficient use of physical facilities.

No matter how prudently the colleges and universities are operated, it is clear that the state's investment in higher education will need to be very great during the decade ahead. Failure to provide appropriate support will result in a lowering of the quality of one of society's most essential enterprises.

COMPONENT XI:

CONTINUING LEADERSHIP IN THE DEVELOPMENT OF STATEWIDE POLICIES FOR HIGHER EDUCATION

The State Council of Higher Education has the responsibility "to promote the development and operation of a sound, vigorous, progressive and coordinated system of higher education" in Virginia. It is also designated in the statute creating the Council as the coordinating agency for all state-controlled institutions of higher education. More specifically, the Council is instructed:

a) To assemble data, conduct studies, and recommend statewide policies in the field of higher education;

b) To visit the various institutions and study their operations;

c) To prepare plans of coordination which shall indicate the responsibility of each institution for programs in specified fields of undergraduate, graduate, and professional education;

d) To coordinate the budget requests of all institutions and estimate the needs of the state for higher education;

e) To coordinate the off-campus extension and public service offerings of all state-controlled institutions; and

f) To study and offer recommendations concerning all proposals to establish additional branches, divisions, or extensions.

In performing these tasks, the Council is charged to cooperate, in appropriate matters, with the State Board of Education, with other existing state departments, institutions, and agencies and, of course, with the officials of the several state-controlled institutions. It is also required, "insofar as practicable," to "preserve the individuality, traditions, and sense of responsibility of the respective institutions," the governing boards of which retain all their powers and duties except to the extent that such are conferred upon the State Council.

Pursuant to its statutory responsibility, the State Council has developed policies and procedures for its operation. These provide for monthly meetings, the use of regular and ad hoc advisory committees and services, the dissemination of information, and procedures for review and approval of new educational programs. Institutions submit for review and approval (a) all new graduate and post-baccalaureate major or degree programs, (b) all new professional undergraduate degree programs, and (c) all new baccalaureate major programs in other than the liberal arts and sciences.

In this document, the State Council has identified eleven components it considers basic to a statewide plan for higher education. Throughout this publication, the Council has emphasized that planning is a continuous evolving process and that The Virginia Plan for Higher Education is not intended to be fully comprehensive or static. On the contrary, the Plan is designed to promote a flexible, diversified, and coordinated state system of higher education which will meet the anticipated higher educational needs of Virginia in the years ahead. Through its long-range planning and research activities, the Council will modify and expand the Plan as seems proper in the light of new findings and new data.

APPENDIX

A. SELECTED PUBLICATIONS OF THE STATE COUNCIL OF HIGHER EDUCATION:

Student Admissions, Virginia State-Controlled Institutions of Higher Education

First issued in 1966, this comprehensive study contains a wealth of information covering applications for admission, class rank, and test scores; multiple applications and acceptances; and reports of admissions policies, procedures, and minimum requirements.

Student Enrollment, Virginia State-Controlled Institutions of Higher Education

Since 1962, the State Council of Higher Education has collected and reported information on student enrollments. Enrollments are given by various categories, including full-time, part-time, head-count, full-time-equivalent, and by major fields of study, class level, etc.

Degrees Conferred, Virginia State-Controlled Institutions of Higher Education

Beginning with an initial report in 1964 covering the ten-year period, 1954-64, and in annual reports thereafter, information has been provided on the degrees granted by each state college or university in each field of study. Totals have been provided in more recent reports for the collegiate professional certificates earned in each institution and field of study.

Financing Virginia's Colleges, Current Operating Income and Expenditures

Covering each fiscal year since 1964-65, this publication includes detailed fiscal data for each state-controlled institution. Income derived from each of several sources is tabulated as well as expenditures for each educational and general function. Calculations of income and expenditures per student are also presented.

Those Employed at Virginia's Colleges

Initiated in 1966-67, this study reveals such faculty and staff characteristics as academic rank, degrees held, experience, age, sex, location of previous education, and a volume of salary data.

Virginia's State System of Higher Education

This annual publication, instituted in 1966-67, lists selected characteristics, degree programs, and student fees for each of Virginia's four-year and two-year state-controlled institutions of higher education.

Virginia and the Higher Education Act of 1965

This report was first issued to cover the 1965-66 fiscal year. Data are given to show the allocation of federal funds under each of the six titles of the Act to the several institutions. Matching funds (state or institutional) to support these grants are also reported.

The Virginia Higher Education Report

This quarterly newsletter, first issued in 1966, reports on activities of the State Council of Higher Education and other developments concerning the over-all status of Virginia higher education.

Resources and Development Notes

Since 1966, this monthly leaflet has given reports on the availability of grants for specialized programs in higher education and selected federal and foundation developments which might be applicable to Virginia higher education.

Goals for Higher Education in Virginia

This publication offers five goals for higher education in Virginia with a brief commentary in support of each goal.

A Courageous Commitment, Virginia's Appropriations for Higher Education, 1966-68

An analytical report on the appropriations to higher education made by the 1966 General Assembly. Data are presented by institution and by purpose of appropriation.

Physical Facilities at Virginia's Colleges

This report presents extensive information about (1) the amount and type of space in college-owned buildings, (2) the general quality of the buildings, and (3) the amount of land available for institutional use. These data are for the 1966-67 year and will be updated annually.

Extension Offerings and Enrollment

Initiated in 1966-67, this comprehensive study of the extension offerings of Virginia's state colleges and universities presents data by institution, academic term, geographical region, location, area of study, number of courses, student enrollment, and level.

The Volume and Cost of Instructional Services at Virginia's Colleges

A report which presents extensive data about such aspects of the instructional program as (1) courses and classes taught, (2) student-credit-hours produced, (3) faculty teaching loads, and (4) student-credit-hour costs. Data are for the fall term of 1966.

B. JOINT PUBLICATION OF THE COUNCIL OF PRESIDENTS OF STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION IN VIRGINIA, THE STATE COUNCIL OF HIGHER EDUCATION, AND THE DEPARTMENT OF COMMUNITY COLLEGES:

Directions in Higher Education in Virginia, 1967

A report highlighting Virginia population and enrollment data and projections, student migration, degrees awarded, student fees, faculty salaries, appropriations, and the new community college system in comparison with national trends and earlier statistics for Virginia.

C. PUBLICATIONS OF THE VIRGINIA HIGHER EDUCATION STUDY COMMISSION:

The official report: Report of the Higher Education Study Commission to the Governor and the General Assembly of Virginia, December 1965

Staff reports of the Commission:

No. 1 Prospective College-Age Population in Virginia, by Subregions, 1960-1985

No. 2 Statewide Pattern of Higher Education in Virginia

No. 3 Geographical Origins of Students Attending College in Virginia

No. 4 The Two-Year College in Virginia

No. 5 (not published)

No. 6 Educational Programs in Virginia for Fields Related to Health

No. 7 Extension Services, Television Instruction, and Research in Virginia's Institutions of Higher Education

No. 8 The Faculties of Virginia's Colleges and Universities

No. 9 Library Services in Virginia's Institutions of Higher Education

No. 10 Instructional Plants in Virginia's Institutions of Higher Education

No. 11 Control and Coordination of Higher Education in Virginia

D. PUBLICATIONS OF THE SOUTHERN REGIONAL EDUCATION BOARD:

1. Within Our Reach, Commission on Goals for Higher Education in the South, 1961

2. Statewide Planning and Coordination, A. J. Brumbaugh, 1963

3. Statistics for the Sixties: Higher Education in the South, 1963

4. Fact Book on Higher Education in the South, E. F. Schietinger, 1965

5. Illustrative Materials on Recent Trends in Southern Higher Education, E. F. Schietinger, 1966

6. Financing Higher Education (a series), 1967 (No. 21)

7. The Negro and Higher Education in the South, 1967